DOCUMENT RESUME

ED 331 529 JC 890 331

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TITLE	A Model of Student Success Strategies Development.
INSTITUTION	Treasure Valley Community Coll., Ontario, CA.
PUB DATE	Feb 89
NOTE	24p.; Paper presented at the Student Success Strategies Conference (4th, Portland, OR, February 8-10, 1989).
PUB TYPE	Reports - Descriptive (141) -- Speeches/Conference Papers (150)
EDRS PRICE	MF01/PC01 Plus Postage.
DESCRIPTORS	*Academic Achievement; Academic Standards; *Access to Education; Community Colleges; Educational Diagnosis; *Educational Strategies; Questionnaires; School Holding Power; *Student Placement; Testing Programs; Two Year Colleges
IDENTIFIERS	*Treasure Valley Community College OR

ABSTRACT

This packet of materials provides information on the development of a Student Success Plan at Treasure Valley Community College in Oregon. The packet includes the following: (1) an outline of the steps involved in developing a plan to ensure student success through activities related to student access, assessment, and intervention; (2) results of a college-wide survey of staff attitudes regarding student assessment and placement, academic standards, and intervention; (3) definitions of access, assessment, and intervention; (4) a guide for group leaders to help them lead discussions concerning the development of Student Success Plan proposals; (5) results of surveys conducted to evaluate the Student Success Plan proposals; and (6) the approved success plan, which includes the 70 top ranked proposals for ensuring student success. The items receiving the most support were to develop a yearly schedule to help students plan their programs; improve communication between areas and departments; develop a manual for advisors; continue media exposure through news releases, feature articles, etc.; increase faculty and staff awareness of course offerings; educate and develop rapport with high school counselors; continue the tutoring program; and develop a student handbook. (ALB)

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A MODEL OF STUDENT SUCCESS STRATEGIES DEVELOPMENT

Presented at Student Success Strategies IV

February 8-10, 1989

Portland, Oregon

by

Dr. Ed Muraski,
Dean of Instructional Services

John Coy,
Director of Counseling

JC 890 331

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A MODEL OF STUDENT SUCCESS
STRATEGIES DEVELOPMENT

Treasure Valley Community College

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OVERVIEW OF THE STUDENT SUCCESS PROCESS

The idea of Student Success is not new at TVCC. Each of us who work at the college, in our own way, have tried to help make students' experience of the college positive and successful. What is different about our current focus is the conscious development of a comprehensive, college-wide plan. We are acknowledging that individuals or small groups who work to enhance the students chances for successful goal development and completion are not enough to really make the difference.

Even with traditional services at TVCC, we discovered, as did a host of other colleges both regionally and nationally, that a significant number of students were not successfully meeting their college-related goals.

A Student Success Plan acknowledges that we have a responsibility to our students and society in general, to help, and not obstruct, individuals in pursuit of goals that allow them to enjoy whatever level of society's benefits they are capable of achieving. Our college exists to offer the opportunity for success not limited to those activities which transpire at the college, but for society in general. Our activities were built on the foundation of the College's first 25 years of effort and success. The sequences of activities were developed as follows:

- participation at an Oregon and Washington conference, Student Success Strategies II in February, 1987, out of which a modest Student Success Plan was developed;
- formation of the Student Success Committee by Dean Muraski which met initially on October 28, 1987;
- participation at Student Success Strategies III in February, 1988 which resulted in the Student Success Committee's recommendation to involve all of the faculty in a planning inservice preceding the Fall Quarter;
- Dean Muraski accepted the Committee's recommendation and charged the Committee with developing a program for the Fall Faculty Inservice;
- the Committee developed a two part plan where faculty were first broken down by Area Groups to develop a complete area plan and then by mixed (heterogeneous) groups that focused on one aspect of a college-wide plan. Dean Muraski secured Dean Hickson from Centralia Community College, WN as the facilitator;
- subsequent to the Inservice, the Group Leader met and formalized the Student Success Plan which was edited into the form which was presented to the Board for their participation;
- the edited plan was presented to the faculty, Administration, Classified Staff and Professional Support Staff. These groups rated each proposed strategy on a 3-0 point scale;
- the results of the ratings were returned to each group;
- the Student Success Committee met and developed a proposed overall plan based on the ratings;
- the proposed overall plan was presented to the Faculty for additional input;
- Dean Muraski is developing an implementation (action) plan to put the strategies into effect. The constituents groups will receive the action plan;
- the College is implementing the recommended Student Services plan through the 94 point level.

TOTAL PARTICIPATION = 37 persons!

STUDENT SUCCESS STRATEGIES III

VALUES SURVEY

☐Support Staff	☐Vocational Ed. Faculty	☐Transfer Ed. Faculty	☐Other

Please respond to the following statements:

1. The community college should accept all students who apply.

Strongly Agree		*Neutral*		*Strongly Disagree*
A - 20	B - 9	C - 4	D - 2	E - 2

2. If funds are limited, priority should be given to supporting special services for academically disadvantaged students over academically advantaged students.

Strongly Agree		*Neutral*		*Strongly Disagree*
A - 4	B - 4	C - 10	D - 7	E - 12

3. Mandatory assessment should be required for all community college students.

Strongly Agree		*Neutral*		*Strongly Disagree*
A - 14	B - 12	C - 4	D - 3	E - 7

4. Mandatory assessment should be required for all community college students who wish to take courses in communications and mathematics.

Strongly Agree		*Neutral*		*Strongly Disagree*
A - 20	B - 9	C - 5	D - 2	E

5. Students have a right to fail.

Strongly Agree		*Neutral*		*Strongly Disagree*
A - 22	B - 5	C - 6	D - 1	E - 4

6. Mandatory placement should be required for all community college students

Strongly Agree		*Neutral*		*Strongly Disagree*
A - 8	B - 9	C - 7	D - 6	E - 6

7. Mandatory placement should be required for all community college students who wish to take courses in communications and mathematics.

Strongly Agree		*Neutral*		*Strongly Disagree*
A - 16	B - 10	C - 6	D - 5	E - 1

8. Mandatory academic advising should be required for all community college students.

Strongly Agree		*Neutral*		*Strongly Disagree*
A - 20	B - 10	C - 3	D - 3	E - 2

(over)

9. Students who do not make satisfactory progress according to institutional policies should be suspended.

Strongly Agree		*Neutral*		*Strongly Disagree*
A - 3	B- 9	C - 6	D - 11	E - 9

10. Students have the right to succeed.

Strongly Agree		*Neutral*		*Strongly Disagree*
A - 27	B- 3	C - 1	D - 1	E - 3

11. Intervention should always result in retention.

Strongly Agree		*Neutral*		*Strongly Disagree*
A -1	B -	C - 14	D- 2	E - 14

12. Each staff member should have the responsibility for intervention.

Strongly Agree		*Neutral*		*Strongly Disagree*
A - 9	B - 11	C - 9	D- 1	E - 4

13. Intervention is the responsibility of faculty.

Strongly Agree		*Neutral*		*Strongly Disagree*
A - 8	B - 9	C - 12	D- 2	E - 3

1. QUESTIONS 11, 12, 13, wanted to know what intervention ment. (5 made no answer and 2 answered but questioned.)
2. QUESTION 11, (sometimes)
3. QUESTIONS 10, 11, 12, & 13, (what the hell does this mean)
4. QUESTION 8, (only with developed major)
5. QUESTION 6, (If tests are fool proof)
6. QUESTION 2, (what)
7. This is not a valid test!

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August 30, 1988

Dear Colleague,

We look forward to your return as we prepare for the beginning of the 1988-89 college year. I hope you had an opportunity for rest and relaxation during the summer break.

It is my pleasure to invite you to participate in our schedule of Inservice Activities for the week of September the 12th. The attached schedule outlines the Student Success Workshop agenda and related activities. We are fortunate this year to have Dean Hickson, Dean at Centralia Community College in Washington to open our Student Success Workshop and join me in our group planning session. The college will be closed from 9:00 a.m. to 10:15 a.m. as the classified staff join our inservice.

We have scheduled a golf scramble on September 13th at 12:15 at Shadow Butte. If you would like to participate call Gary Farnworth (ext. 273) soon. We also plan to have volleyball and other activities during the picnic for you and your spouse. We will serve food from 4:00 p.m. to 5:30.

I look forward to sharing summer experiences and beginning the new college year.

Sincerely,

Ed J. Muraski, Ed.D.
Dean of Instructional Services

EJM/sab

attachment: Tentative Schedule

P.S. Department Chair and Directors are scheduled to meet on September 13th at 9:00 a.m. Faculty advisement is scheduled for all day September 20th.

STUDENT SUCCESS STRATEGIES

access, assessment, and intervention

ACCESS

The issue of access continues to arise in reviews of college policies and operations that affect student awareness, choice, and use of college programs and services. Action areas include 1) providing information about procedures and standards to high school students and to other potential student populations as well as to current students, 2) providing services "at the front-end" which are designed to ease enrollment of any student at the time and place of first inquiry and of subsequent enrollments, 3) providing the instructional support to students that enables academic success within the open doors of the community college, and 4) providing services and instruction addressing the broadest possible range of student needs

ASSESSMENT

Assessment involves placing students in courses and programs which are appropriate to their achievement levels, motivation, and goals. Successful assessment programs depend on institutional and college-wide commitment, that is, the active support of board, administration, faculty, and staff. Personal interaction with students throughout the assessment process is necessary, as is sensitivity to student anxieties about and resistance to assessment techniques. Treatment of the individual in the assessment process affects the student's choice to enroll, to persist, and to succeed

INTERVENTION

Intervention is any action the college takes to participate in the progress of the student. The philosophy of intervention is a "right to succeed" philosopy. Interventions literally "come between" the student and failure. Interventions should be systematic and a part of the ongoing functions of the institution. The system should operate as early and often as necessary in a student's academic progress to enable student success. Intervention strategies require the ability to collect information and staff to coordinate intervention efforts.

Important components of intervention are coordinated college-wide commitment, orientation processes, and academic progress systems. These components must be evaluated regularly and the results should demonstrate improved student performance. Policies should be reexamined and redefined to serve changing student needs.

STUDENT SUCCESS STRATEGIES

GROUP LEADER GUIDE

AREA GROUPS

1. Briefly explain the task of the group which is to develop an overall Student Success plan for a specific area. Refer to the blue-colored handout on Assess, Assessment and Intervention.

2. Explain your role in the group which is to:

- facilitate a thorough discussion of the topic ensuring that <u>each</u> group member has the opportunity to express his/her opinion;
- monitor the time available for completion of the task so that all possible areas are addressed during the available time;
- stimulate discussion, as necessary, should group members fail to respond to the task. Asking specific individuals specific, open-ended questions is likely the best manner, eg. "Lane, how do your students currently learn about the Welding program and how can we improve general awareness?";
- record ideas on flip charts which have been agreed to by consensus if they affect the whole area as well as ideas which only apply to a specific program, eg. high school demonstration of computerized drafting; and
- turn the flip chart pages into the Student Services Office at 3:30 on Wednesday so that they can be typed. The Area plans will be available on Thursday morning by the refreshment area. In this way everyone will have a written copy of all the ideas that the area group developed and can refer to it in the development of the college-wide plan on Thursday.

3. Rather than jumping right into the group's task, it may be advisable to give everyone an opportunity to express their view of Student Success, eg. Why do you think we are doing this activity and what outcome do you expect? <u>or</u> Do you think that Student Success is worthwhile and how do you think it can help the College? The purpose is not to stimulate discussion as a group but rather to give each individual an opportunity to say what is "on their mind". Hopefully this activity will assist everyone in focusing on the group task.

4. Complete the assigned task.The task for the area groups will be to develop a comprehensive, three part student success plan addressing the issues of access, assessment and intervention. Some issues such as curriculum and faculty development may fall outside of these areas. Since these are inherently useful, they

may be addressed although the intention of the group work is to focus on access, assessment and intervention.

ACCESS

- addresses issues which assist a person in deciding to attend our institution, including:

  A. effective publications e.g. catalogue, brochures;
  B. simplified forms e.g. application, registration;
  C. well trained and enthusiastic front-line staff;
  D. other promotions e.g. Mall Days, news releases;
  E. early advising;
  F. recruiting;
  G. basic skills instruction;
  H. community liaison;
  I. financial aid;
  J. support services, e.g. counseling, day care;
  K. flexible scheduling, e.g. evenings, weekends;
  L. others.

ASSESSMENT

- involves testing and placing students in courses which are appropriate to their level of preparation and goals. Specifically addresses the following issues:

  A. mandatory testing;
  B. mandatory placement;
  C. establish basic skills levels for all programs;
  D. assignment of advisor;
  E. establishing course prerequisites;
  F. guided studies program designed for students who test below program skill levels;
  G. student demographic information;
  H. reliable placement tests, and
  I. others.

INTERVENTION

- involves any action the college takes to "come between" the student and failure i.e. a 'right to succeed' philosophy. Specifically addresses the following issues:

  A. new student orientation (mandatory?);
  B. early warning system (before 4th week), e.g. phone calls from faculty, letters from counseling;
  C. midterm grade reports;
  D. end of term monitoring;
  E. supplemental instruction;
  F. tutor recommendations;

G. student success class;
H. career planning and self-motivation classes;
I. academic probation/suspension
J. add-drop and complete withdrawal policies and procedures, and
K. others.

HETEROGENEOUS GROUPS

1. Check to see that everyone has gotten a copy of the Area Group Plan that they helped develop Wednesday. Copies are available on a table by the refreshment area.

2. If you wish to use a group opener you could ask group members to individually react to the process of developing an Area Plan, eg. How was it useful to you to develop an Area Plan yesterday?

3. Complete the assigned task.The three components of access, assessment and intervention will each be assigned to two (2) groups i.e. two groups will work independently on the same component. The task is to develop a college-wide plan for the assigned component. Refer back to the section on Area Groups for specific issues.

4. Record the group's plan on the flip chart.

5. At 11:00 return with your group to W-10. Tape your groups plan to a wall. When you are called you will present your group's plan to the assembly.

6. You will also present your portion of the plan, in written form, to the Student Success Committee (date yet to be arranged), so remember to retrieve your flip chart pages.

GOOD LUCK ! I AM SURE YOU WILL DO WELL.

JEC/gao

STUDENT SUCCESS FACULTY INSERVICE PROGRAM
September 14 & 15, 1988

Wedmesday, September 14th

8:30 a.m.	Refreshments	W-10
9:00 a.m.	State of College - Dr. Glenn Mayle Service/Excellance II - Dr. Ed Muraski	
10:30 a.m.	Opportunities in Student Success - Dean Hickson	
11:15 a.m.	Goals and Timeline - Dr. Ed Muraski	
11:30 a.m.	Area Groups	
	- Voc Tech	W-10
	- Basic Skills	W- 8
	- Liberal Arts	Snack Bar
	- Nursing/Science	Library - Main
	- Business	Library - Typing
	- Phys Ed/Athletes	Student Ser. Conf.
	- Community Ed	Community Ed Office
12:15 p.m.	Lunch - On Your Own	
1:30 p.m.	Area Groups Resume	
3:30 p.m.	Complete Area Plans	

Thursday, September 15th

8:30 a.m.	Refreshments	W-10
9:00 a.m.	Heterogeneous Groups	
	- Group A (Buchtel)	Library - Main
	- Group B (Clark)	W-10
	- Group C (Coy)	Library - Typing
	- Group D (Hickson)	W-8
	- Group E (Kulm)	Student Ser. Conf.
	- Group F (Muraski)	Snack Bar
11:00 a.m.	Presentation of Plans	W-10
12:00 Noon	Lunch - On Your Own	
1:30 p.m.	Overview & Wrap Up - Dr. Muraski & Dean Hickson	W-10

TO: TVCC Faculty and Staff

FROM: John Coy, Student Success Committee Chair

DATE: November 7, 1988

RE: STUDENT SUCCESS SURVEY RESULTS

You will find the results of the Student Success Plan Proposals Survey attached. 34 Faculty, 10 Board, Administration and Professional Support Staff and 8 Classified Staff completed the survey which was compiled by Janet Maus.

With a total of 52 respondents, the maximum number of points possible for each item is 156. The range of scores was a high of 135 and a low 56 with the median (mid-point) being 101. The Student Success Committee decided to include every proposal that averaged a 1.8 rating which yields 94 points. You will shortly be receiving the Final Plan Proposal which ranks each item from the highest score (135 pts.) to the cut off score (94 pts.).

ACCESS PLAN PROPOSALS

1. INFORMED FACULTY AND STAFF

102 Review and update mission statement.
106 Hold annual Inservice to share department changes.
127 Increase awareness about course offerings.
121 Include Classified Staff in Inservice.
130 Improve communication between areas & departments.
107 Ensure all committees are composed of both academic and vocational faculty.

2. ORIENTATION

89 Require a mandatory orientation-to-college program.
95 Require one-to-one contact with all students at first entry to college.
91 Develop orientation sessions during the first four weeks of the term for those students who did not attend prior to the beginning of the term.
92 Develop a video for use in the orientation program.

3. ADVISING

129 Develop Advising Manual for advisors.
106 Establish advising Center, central location, staffed by employees and trained volunteers (including students).
114 Computerize student information for Advisors. (each department on line).
96 Provide facilities for confidential advising - faculty, counselors.
83 Require mandatory orientation to college.
111 Clarify and update financial aid for faculty, students, counselors, and parents.
124 Develop a Student handbook - indexed, usable, (model after successful document).
83 Institute an Information and Referral Hotline staffed by students, faculty, retired educators, & volunteers.
114 Develop application packet - include checklist.

4. MARKETING

119 Increase awareness that the STUDENT is the CUSTOMER.
127 Educate and develop rapport with high school counselors (C).
108 Improve system of street signs, campus maps and signs.
91 Be at Fairs, Malls (C).
98 Raise consciousness of first line contacts.

71 Get parents involved on campus.
99 Host high schools, employee groups and community clubs on campus.
69 Institute a Speakers Bureau.
97 Hold annual Open-House (Career Day) Program.
104 Develop articulation programs with local high schools.
97 Use alumni, and Advisory Committees for programs (C).
115 Expand communication with appropriate four year programs (Articulation Agreements).
129 Continue with media exposure program e.g. news releases, feature articles (C).
116 Develop standardized program brochures for all college programs.
101 Improve facilities in the areas of handicapped access and classroom comfort.
108 Establish a toll free number.
116 Install more phone lines.
98 Review all recruitment mailouts.
79 Stagger staffing in summer so that college is open five (5) days/week.
102 Open switchboard before 8:00 a.m.
76 Hire full time Recruiter.
97 Improve awareness of hours college is open.

5. SCHOLARSHIPS

69 Hire fund raiser for scholarship purposes.

6. SUPPORT SERVICES

94 Explore feasibility of day care center.
80 Hire Vocational Counselor.
56 Hire Minority Counselor.
90 Centralize Placement Services and hire Coordinator.

7. COURSE SYLLABUS

89 Include quarter dates and deadlines on each course syllabus e.g. Last Day to Drop.

8. INNOVATIVE PROGRAMS

83 Develop Honors Program.
60 Develop Elderhostel Program.
82 Develop summer College for Kids Program.
68 Schedule Saturday classes and programs .
91 Develop more Short Term Programs.
105 Expand flexible (e.g. correspondence, independent study) and evening scheduling.

ASSESSMENT PLAN PROPOSALS

1. ASSESSMENT
   - 90 Rename the current placement test to: Basic Assessment of Skills.
   - 120 Identify specific programs and courses where assessment of skills is required.
   - 84 Provide the Basic Assessment of Skills instrument to the local high schools beginning with the Junior year.
   - 82 Design a research plan for post assessment of basic academic skills in designated programs.
   - 117 Develop specific policy for dealing with CLEP, AP, military credit and challenging courses.
   - 104 Assess student progress prior to midterm.
   - 113 Assess student's basic skills (second assessment) on the first day of class e.g. (all English and Math classes).
   - 102 Mandatory placement testing for all declared majors.
   - 95 Analyze text reading levels.
   - 103 Determine the suggested cut off skill levels for each course e.g. reading level for Soc 204.
   - 112 Require competency testing in all basic skill classes.
   - 122 Validate testing instruments i.e. ensure that the tests are reliable.

2. ACADEMIC ADVISING
   - 121 Develop a process to share more pertinent information about advisees to the academic advisors e.g., high school grades, assessment scores, etc.
   - 122 Re-examine current advising process.
   - 105 Determine specific faculty to do academic advising.

3. SAFE LIST
   - 103 Design a "safe list" of classes e.g. minimum basic skills required to take certain classes. Example: high reading and English, but low math, list of safe courses student may take.

4. TRACKING SYSTEM
   - 88 Develop a tool to assess student intentions.
   - 85 Develop a tracking system matching student intentions with student progress.

5. EXISTING PROGRAMS
   - 97 Examine existing programs that are successful as to student motivation, desires, and success e.g. Nursing.

INTERVENTION PLAN PROPOSALS

1. SUPPLEMENTAL INSTRUCTION

116 Continue S.I. Program (C).

107 Make available for evening classes (C).

78 Establish priority list based on class grade average (C), recommend S.I. to instructors of the priority classes.

103 Distribute the list, to faculty, of S.I. sessions including times, locations and group leaders.

2. TUTORING

126 Continue Tutoring program (C).

105 Investigate problems re: funding and selection of tutors.

3. TUTORIAL LABS

120 Establish tutorial labs related to specific classes staffed by successful students e.g. MATH LAB.

4. EARLY INTERVENTION

94 Provide faculty inservice on how to identify students who are having problems or need help.

84 Within the first four weeks of class instructor would make phone contact with absent students.

82 If unavailable by phone, instructor would send form letter.

81 Also have a centralized system where instructor could call to have contact made by phone or letter. Could be staffed by students, retired volunteers, etc.

5. DRUG AND ALCOHOL INTERVENTION

93 Institute college-wide program of education and intervention.

6. RESOURCE MANUAL

104 Develop manual for faculty to use for referral purposes.

7. ADVISING TRANSCRIPTS

105 Develop computerized degree audit for student/advisor use.

116 Develop a more effective system of getting student transcripts to advisor for advising purposes.

8. ADVISING VIDEO FOR OUTREACH CENTERS

109 Develop a video to be used for academic advising in the Outreach Centers.

9. PE CREDIT LISTING

83 Prepare quarterly report for PE Department/Advisor of sophomore students who have not completed PE requirements.

10. FOURTH WEEK CLASS ROLES

113 Continue using the fourth week class roles to indicate students who have vanished or are doing unsatisfactory work. Counseling will send a letter requesting student to contact instructor or drop class (C).

11. CLASS SCHEDULE
122 Indicate on quarterly schedule all quarters class is offered.
135 Develop a yearly schedule to help students plan program.

12. PROGRAM INTEGRATION
108 Better integration of day/evening/outreach programs to facilitate internal transfer.
107 Develop consistency between different course sections.

13. INDIVIDUALIZED PLAN
106 Develop individualized plan for each student to guide them through to graduation goal; would include remedial courses, degree requirements and transfer requirements.

14. STUDENTS WHO PLACE IN LOWEST THIRD
89 Track students before the end of the third week.
81 Assign these students equally among the Faculty for advising.

15. TRANSFER CLASS
75 Develop a class to assist in the college transfer process.

16. REQUIRED COLLEGE SUCCESS CLASS
83 Require students who do poorly (GPA below 2.00 or any "F") to take College Success class.

17. ACADEMIC PROBATION
101 Develop and institute academic probation; select menu for resolving e.g. counseling, class, remediation.
87 Develop academic probation and suspension with the same standards as Financial Aid.

18. SCHOLASTIC RECOGNITION
101 Recognize students who are doing well eg. hand-written note, picture on bulletin board, etc.

19. EARLY ADVISING
108 Advise students before they leave in the Spring (C).

20. STUDENT POLICY HANDBOOK
101 Develop a specific policy handbook for students e.g. Rights, Appeals, etc.

21. GUIDED STUDIES
104 Develop a guided studies program for students who place at very low academic levels. Students would be jointly advised by a basic skills advisor as well as their major advisor.

November 14, 1988

TO: To All College Employees

FROM: John Coy
Ed J. Muraski, Dean of Instructional Services

SUBJECT: Student Success Survey Results and Final Proposal

Attached is the final Student Success Survey and Proposal that was unanimously approved on November 9th by the Student Success Committee. The proposal is unaltered and listed in priority order.

The survey uses 94 points as the cut off score. The items scoring 92 and 93 are included for information purposes. Here are the following steps that will take place in the plans process.

A. Each of you are receiving a copy of the proposal for your review.

B. The classified staff will review and discuss the attached proposal at your November 17th meeting and react to it at that time.

C. Faculty will review and discuss the attached proposal at your November 30th meeting and react to it at that time.

D. The Presidents Council will review the proposal on November 15th and discuss it at that time.

E. Support Staff should respond to the Dean in writing.

F. Develop an action plan for implementation.

The Presidents Council at their November 8th meeting reviewed the cost factors of the proposal and felt that these were all appropriate items to be included in the budget. Many of them we will attempt to complete this year, however some of the larger cost items will then be included in the budget next year.

If you have any particular questions about the plan or any concerns please feel free to contact either John or Ed.

cc: Board of Education

FINAL STUDENT SUCCESS PLAN PROPOSAL

Points	Proposal
135	Develop a yearly schedule to help students plan program.
130	Improve communication between areas & departments.
129	Develop Advising Manual for advisors.
129	Continue with media exposure program e.g. news releases, feature articles (C).
127	Increase awareness about course offerings. (Of Faculty & Staff)
127	Educate and develop rapport with high school counselors (C).
126	Continue Tutoring program (C).
124	Develop a Student handbook - indexed, usable, (model after successful document).
122	Validate testing instruments i.e. ensure that the tests are reliable.
122	Re-examine current advising process.
122	Indicate on quarterly schedule all quarters class is offered.
121	Include Classified Staff in Inservice.
121	Develop a process to share more pertinent information about advisees to the academic advisors e.g. high school grades, assessment scores, etc.
120	Identify specific programs and courses where assessment of skills is required.
120	Establish tutorial labs related to specific classes staffed by successful students e.g. MATH LAB.
119	Increase awareness that the STUDENT is the CUSTOMER.
117	Develop specific policy for dealing with CLEP, AP, military credit and challenging courses.
116	Develop standardized program brochures for all college programs.
116	Install more phone lines.
116	Continue S.I. Program (C).
116	Develop a more effective system of getting student transcripts to advisor for advising purposes.
115	Expand communication with appropriate four year programs
114	Computerize student information for Advisors. (Each department on line).
114	Develop application packet - include checklist.
113	Continue using the fourth week roles to indicate students who have vanished or are doing unsatisfactory work. Counseling will send a letter requesting student to contact instructor or drop class (C).
113	Assess student's basic skills (second assessment) on the first day of class e.g. (all English and Math classes).
112	Require competency testing in all basic skill classes.

111	Clarify and update financial aid for faculty, students, counselors, and parents.
109	Develop a video to be used for academic advising in the Outreach Centers.
108	Improve system of street signs, campus maps and signs.
108	Better integration of day/evening/outreach programs to facilitate internal transfer.
108	Advise students before they leave in the Spring (C).
108	Establish a toll free number.
107	Make available for evening classes (C). (Supplemental Instruction)
107	Develop consistency between different course sections.
107	Ensure all committees are composed of both academic and vocational faculty.
106	Develop individualized plan for each student to guide them through to graduation goal; would include remedial courses, degree requirements and transfer requirements.
106	Hold annual Inservice to share department changes.
106	Establish Advising Center, central location, staffed by employees and trained volunteers (including students).
105	Expand flexible (e.g. correspondence, independent study) and evening scheduling.
105	Determine specific faculty to do academic advising.
105	Investigate problems re: funding and selection of tutors.
105	Develop computerized degree audit for student/advisor use.
104	Develop articulation programs with local high schools.
104	Assess student progress prior to midterm.
104	Develop manual for faculty to use for referral purposes.
104	Develop a guided studies program for students who place at very low academic levels. Students would be jointly advised by a basic skills advisor as well as their major advisor.
103	Determine the suggested cut off skill levels for each course e.g. reading level for Soc 204.
103	Design a "safe list" of classes e.g. minimum basic skills required to take certain classes. Example: high reading and English, but low math, list of safe courses student may take.
103	Distribute the list, to faculty, of S.I. sessions including times, location and group leaders. (Tutors)
102	Review and update mission statement.
102	Open switchboard before 8:00 a.m.
102	Mandatory placement testing for all declared majors.
101	Improve facilities in the areas of handicapped access and classroom comfort.
101	Develop and institute academic probation; select menu for resolving e.g. counseling, class, remediation.
101	Recognize students who are doing well e.g. hand-written note, picture on bulletin board, etc.
101	Develop a specific policy handbook for students e.g. Rights, Appeals, etc.

99	Host high schools, employee groups and community clubs on campus.
98	Raise consciousness of first line contacts.
98	Review all recruitment mailouts.
97	Hold annual Open-House (Career Day) Program.
97	Use alumni, and Advisory Committees for programs (C).
97	Improve awareness of hours college is open.
97	Examine existing programs that are successful as to student motivation, desires, and success e.g. Nursing.
96	Provide facilities for confidential advising - faculty, counselors.
95	Require one-to-one contact with all students at first entry to college.
95	Analyze text reading levels.
94	Explore feasibility of day care center.
94	Provide faculty inservice on how to identify students who are having problems or need help.

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93	Institute college-wide program of education and intervention. (Drug and Alcohol Education)
92	Develop a video for use in the orientation program.

Note: At the November 30 Faculty Meeting, the Faculty overwhelmingly voted to include the centralized Placement Services, which had received 90 points, on the final list.

TVCC Faculty and Staff engage in group discussions during Student Success Inservice held September 12 - 16 on campus.

Student Success Inservice Program

"Service and Excellence With Student Success" was the theme for inservice activities held September 12-16 on campus. Faculty took to the task of discussing, addressing and formulating key points important in the development of a comprehensive, college-wide Student Success Plan. Divided into groups, faculty developed complete area plans and aspects of a college-wide plan covering the topics of Access, Assessment and Intervention.

Proposals from the Faculty Inservice will be evaluated by Faculty, Board, Administration, Professional Support Staff and Classified. The survey is for input on prioritizing the Student Success Plan Proposals.

Following the priority rating, these steps are proposed:

1. Return the results of the ratings to each group.

2. The Student Success Committee will meet and develop a proposed overall plan based on these ratings.

3. The proposed overall plan will be presented to the Faculty for additional input.

4. Dean Muraski will develop an implementation plan to put the strategies into effect. The groups will receive the action plan.

John Coy, Chairman of the Student Success Committee said the proposed overall plan should be completed by the end of November.

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